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ABSTRACT

Rotter's Internal-External Locus of Control Scale has been the focus of much research since its introduction in 1966. To further that research, the relationships among locus of control, level of religious belief, attitudes toward women, attitudes toward feminism, attitudes toward homosexuality, gender, and traditional versus nontraditional students are explored in this study. Following an overview of the instruments used in this study, the methods and results obtained from an investigation of the attitudes of 197 students at Middle Tennessee State University are presented. Findings show that gender was a highly significant variable in attitudes. Females had more positive attitudes toward feminism than did males, whereas nontraditional students were more positive about feminism than were traditional students. Likewise, there were significant differences between traditional and nontraditional students in religious orientation. However, no significant differences arose between males and females on religious orientation. Results also indicate no difference between males and females on external locus of control. It is hoped that these findings will help counselors assess client attitudes toward sensitive topics, such as feminism and homosexuality, as well as clients' locus of control and their attitudes toward religious participation. (RJM)

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LOCUS OF CONTROL AND RELIGIOUS ORIENTATION

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ABSTRACT

Locus of Control and Religious Orientation: Relationship to Demographic Variables and Attitudes Toward Women, Attitudes Toward Feminism, and Attitudes Toward Homosexuality Scales

The relationship between Rotter's Internal versus External Locus of Control Scale, level of religiosity, and Attitudes Toward Feminism, Attitudes Toward Women, and Attitudes Toward Homosexuality Scales were explored. Demographic variables were also explored, such as traditional versus nontraditional student status and gender. Results indicated that gender was a highly significant variable in this study.

Males scored more conservatively than females on the Attitudes Toward Feminism Scale, indicating that females have more positive attitudes toward feminism than do males. Traditional students (those aged 25 and under) had more conservative scores on two scales: the Attitudes Toward Homosexuality Scale and the Attitudes Toward Women Scale. This supports some of the previous research done on traditional and nontraditional students and on the attitude scales involved. There was also a significant correlation between the three attitude scales and religious orientation.

CHAPTER 1:INTRODUCTION

There has been a great deal of research done on Rotter's Internal-External Locus of Control Scale since it was first created in 1966. This paper proposes to explore the relationships between locus of control, level of religious belief, attitudes toward women, attitudes toward feminism, attitudes toward homosexuality, and traditional versus nontraditional students.

ROTTER'S INTERNAL-EXTERNAL LOCUS OF CONTROL SCALE

A review of the literature on Rotter's I-E Scale noted the following: Researchers have suggested that individuals with internal locus of control possess many instrumental characteristics, such as assertiveness, independence, dominance, and efficiency. They are more competent, successful as leaders, come across with greater confidence in social situations, take more initiative in their efforts to attain their goals, and show greater tendency to seek information and adopt behavior patterns that facilitate personal control. (Kalpalka & Lachenmeyer, 1988, p. 418). Those who believe in their own ability to control their lives are called internally controlled. Those who perceive that events are controlled by "luck, chance, fate, under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him" (Rotter, 1975, p. 57) are labeled as externally controlled individuals.

"The final scale that is referred to in the literature as the Rotter I-E Scale was based on the contributions of many people, including E. J. Phares, William James, S. Liverant, D. Crowne, and M. Seeman" (Rotter, 1975, p. 62), notes Rotter. The final version of the Rotter Internal-External (I-E) Scale was normed on college-age populations, consisting of 23 items and 6 filler items. He estimates that over 600 articles by 1975 had been published and that "the number of unpublished investigations, master's theses, and doctoral dissertations dealing with this topic are impossible to estimate" (Rotter, 1975, p. 56).

Phares and Lamiell (1975) note that a list of studies that have correlates with the Rotter I-E Scale has been created, and they note several more literature reviews (Joe, 1971; Lefcourt, 1966, 1972; Phares, 1973). Recent research (Phares & Wilson, 1973; Sosis, 1974) suggests that internals and externals use their own self-perceptions of locus of control of responsibility in judging the behaviors of others. Just as an internal views himself as generally responsible for the occurrence of reinforcement in his own life, so, too, does he view others as responsible for their own goal achievement or lack of it (Phares & Lamiell, 1975, pp. 23-24).

Strickland (1965) provides a clear, concise description of the Rotter I-E Scale, describing it as "a 29-item forced choice scale assessing the degree to which a person attributes the events that happen to him as being within or beyond his personal control and understanding" (Strickland, 1965, p. 355). Kalpalka and Lechenmeyer (1988) describe the scoring of the Rotter I-E Scale; these methods were followed in this thesis. Hersch and Scheibe (1967) discuss the reliability and validity of the scale. Joe (1971) reports that "reliability measures reported for the Internal-External (I-E) Control Scale have been consistent. The test-retest reliability measures reported by Rotter (1966) for varying samples and for intervening time periods varying from one to two months ranged from between .49 and .8311 (Joe, 1971, p. 620).

Strickland and Haley (1980) note that the Rotter I-E Scale has "good internal consistencies and test-retest reliabilities" (Strickland & Haley, 1980, p. 930). They also note that there have been several modifications of Rotter's original 1966 scale and some new ones have been developed from the older versions. For the purposes of this study, however, the Rotter I-E Scale will be essentially the same as the one Rotter and his colleagues developed in the mid-1960s.

Mirels (1970), as well as Strickland and Haley, noted that there are "clear sex-role stereotypes . . . with

regard to locus of control." (Mirels, 1970, p. 227). Chandler and Dugovics (1977) also found significant sex differences.

Conformity has also been correlated with Rotter's I-E Scale. "In a study concerning personality characteristics of conformers (Odell, 1959), a significant relationship was found between the Internal-External Control Scale and Barron's (1953) Independence of Judgment Scale, with subjects high in externality showing greater tendencies to conform" (Lefcourt, 1966, p. 214). Sztaba and Colwill (1988) reiterate that the locus of control personality variable is not, as was originally thought, a unidimensional variable. They note that the I-E Scale is "based on the assumption that locus of control is a multidimensional construct, involving beliefs about the influence of one's own behavior, powerful other persons, or luck on personal events in one's own life" (Sztaba & Colwill, 654).

ALLPORT AND ROSS' RELIGIOUS ORIENTATION SCALE

Collins (1985) did a major literature review on the subject of religiosity as a component of personality; it is concluded that:

> Most studies of religiosity as a component of personality dealt with it as a unitary factor without any attention to various types of religious involvement. These studies have tended to classify people as either religious or not religious (McClain, 1978). Typical of these types of studies are those of Adorno, Frenkel-Brunswick, Levinson,, and Sanford, 1950; Blum and Mann, 1960; Cline and Richards, 1965; Gregory, 1957; Rokeach and Kemp, 1960; Stark, 1971; Webster, 1967; and Wilson and Miller, 1968. These reports have consistently demonstrated that when subjects are identified in terms of orthodox beliefs and conventional religious observances, they tend to have more prejudice, rigidity, suspicion, and general personal immaturity than the nonreligious. (Collins, 1985, p. 4)

Coombs (1977), in an unpublished Master of Arts thesis, noted that no significant relationship between locus of control and religiosity was found in the study done for that thesis. However, there are more research efforts that support that hypothesis that there is indeed a relationship between Rotter's concept of internal versus external locus of control and religious values.

Allport and Ross (1967) developed a Religious Orientation Scale, which when used as a personality component, has suggested that internally oriented (IR) personalities are associated with the more positive personality characteristics that are grouped around Rotter's concept of an internally oriented personality type, while the externally oriented religious person is more like Rotter's idea of the externally orjented personality variable. Hsiao-Ping, using the Allport-Ross Religious Orientation Scale for a thesis, found that "externally-oriented (ER) subjects scored significantly higher (more conservatively) on sex attitude scores than intrinsically-oriented (IR) persons" (Hsiao-Ping, 1978, p. 16).

There is apparently a connection between conservatism on religious views and conservative attitudes toward sex; one of the purposes of this thesis is to see if that conservatism extends to attitudes toward women, feminism, and homosexuality. The Attitudes Toward Religion Scale is employed with this thesis.

ATTITUDES TOWARD WOMEN SCALE

Etaugh and Spiller (1989) noted that since the 1970s, more than 150 studies have examined the changing attitudes toward women's roles in society and the demographic and personality correlates of these attitudes, including: Dreyer, Woods, and James, 1981; Etaugh, 1975 and 1986; Houser and Beckman, 1980; Joestine, 1976; King and King, 1985; Stein and Weston, 1976; Worell and Worell, 1977). They exhibit an extensive review in their article (Etaugh and Spiller, 1989, p.41).

Among the measures used to estimate sex-role characteristics, and one of the most commonly used at that, is the Spence-Helmreich Attitudes Toward Women Scale. This scale was originally published with 55 items by Spence and Helmreich (1972), and later adapted to a 25 item short form (Spence, Helmreich and Stapp, 1973). Much data are available to support the validity and reliability of both forms of the scale (e.g., Daugherty and Dambrot, 1986; Ghaffaradli-Doty and Carlson 1979; Kilpatrick and Smith, 1974; Lunneborg, 1974; Smith and Bradley, 1980; and Stein and Weston, 1976) (Nelson, 1988, p. 289).

The scale includes statements "about the rights and roles of women in such areas as vocational, educational, and intellectual activities, dating behavior and etiquette, sexual behavior, and marital relationships" (Spence, Helmreich, & Stapp, 1973, p. 219). Nelson, in a 1988 study, investigated the use of the short form of the Attitudes Toward Women Scale and found:

> The use of the simplified version of the Attitudes Toward Women Scale (used) with 278 American adults taken from the general population (showed) females are found to have more liberal sex role attitudes than males, younger people to have more liberal attitudes than older people, and those of higher social status to have more liberal attitudes than those of lower status, supporting the construct validity of the scale. . . normative data and estimates of internal consistency reliability are reported. (Nelson, 1988, p. 289)

The short form of the Spence's Attitudes Toward Women Scale is the form employed in this thesis to assess attitudes toward traditional or liberal sex roles for women.

TRADITIONAL VERSUS NONTRADITIONAL STUDENTS

Etaugh and Spiller (1989) recently completed a study exploring the attitudes of traditional-aged (24 and below)and nontraditional-aged (25 and up) women at higher educational institutions. It was hypothesized that for both younger and older samples, women would show more liberal attitudes than men, in line with previous research (e.g., Benson and Vincent, 1980; Etaugh, 1986, Etaugh and Spandikow, 1981; King and King, 1985; Roper and Labeff, 1977; Spence and Helmreich, 1979, and Welch, 1975). Older college students, however, clearly are not representative of all older adults. Older female students typically have chosen to combine family roles with educational (and sometimes employment) roles. They are following a nontraditional path for women.

> Thus, older college students, as compared with older adults in general and even with younger adults, might be expected to be more supportive of an egalitarian view of the rights, roles, and responsibilities of women in society . . . the hypothesis that older students would have more liberal attitudes than younger ones . . . received support; there was some indication that this finding was more robust with women than for men. (Etaugh & Spiller, 1989, p. 41).

One of the most interesting results of the research done by Etaugh and Spiller (1989) was that women who were older, nontraditional college students had more liberal attitudes toward women's sex roles than did more traditionally aged college women (Etaugh & Spiller, 1989). Women in both traditionally aged and nontraditionally aged groups had more liberal attitudes toward women's sex roles than did men, something supported by a large body of research (Etaugh & Spiller, 1989).

ATTITUDES TOWARD FEMINISM SCALE

Royal and Heritage completed a large study on their Attitudes Toward Feminism Scale in 1987; they originally developed a scale that had approximately 41 items, but later revised it to contain 35 items. They found, after testing 500 undergraduates at a southeastern college, that the Attitudes Toward Feminism Scale tends to be more sensitive than the Attitudes Toward Women Scale developed by Spence et al. (1973).

This scale is the one that is employed by this thesis to test the attitudes toward feminism of the subjects participating in the study.

ATTITUDES TOWARD HOMOSEXUALITY SCALE

Curtis (1991, unpublished master of arts thesis) developed an Attitudes Toward Homosexuality Scale which measured conservative and liberal attitudes toward homosexuality. It proved to be a relatively reliable scale, and validation studies support the construction of the scale, although more research needs to be done to support the validation of the scale currently in use. Herek (1988) also developed a more detailed version of the Attitudes Toward Homosexuality Scale. Herek summarized the principal findings of most of the research on homophobia with these results:

> In contrast to persons with favorable attitudes, heterosexual individuals with negative attitudes are: 1) more likely to express traditional, restrictive attitudes about gender roles; 2) more likely to manifest high levels of authoritarianism and related personality characteristics; 3) more likely to perceive their peers as manifesting negative attitudes; 4) less likely to have had personal contact with Gay men or Lesbians and 5) more likely to subscribe to a conservative religious ideology (Herek, 1988, p. 452).

To explore these attitudes further, Curtis' (1991) Attitudes Toward Homosexuality Scale is employed on this thesis.

The hypothesis statements for this thesis are as follows:

1. Males will score more externally on Rotter's I-E Scale than females.
2. Males will have lower scores on the three attitude scales than females.
3. Males will have higher scores on the Religious Orientation Scale than females.
4. Nontraditional students will be more internally oriented than traditional students.
5. Nontraditional students will have higher scores on the Religious Orientation Scale than traditional students.
6. Nontraditional students will have higher scores on the three attitude scales than traditional students.
7. Scores on the Religious Orientation Scale will be correlated with scores on the three attitude scales.

CHAPTER 2: METHODS

Subjects

Two hundred and thirty-three students participated in this study; they were all students at Middle Tennessee State University in Murfreesboro, Tennessee. One hundred and ninety-seven data sets were included in the analysis of the hypotheses of this thesis; the other 36 were deleted due to incomplete returns.

Instruments

A test packet was constructed, containing one copy of each of the following: Rotter's I-E Scale, Allport and Ross' Religious Orientation Scale, Spence's Attitudes Toward Women Scale, Royal's and Heritage's Attitudes Toward Feminism Scale, and Curtis' Attitudes Toward Homosexuality Scale. High scores on the Rotter I-E Scale (11 and above) represent a more external locus of control; whereas, lower scores on the scale (below 11) represent a more internal locus of control. On the Religious Orientation Scale, higher scores indicate more conservative religious attitudes, and lower scores represent more liberal religious attitudes. On Spence's Attitudes Toward Women Scale, higher scores indicate a more liberal view of women, and lower scores indicate a more conservative view of women. Higher scores on the Attitudes Toward Feminism Scale indicate pro-feminist attitudes. Higher scores on the Attitudes Toward Homosexuality Scale indicate pro-Gay attitudes. A short questionnaire, asking the subject's age, gender, classification as a student, and sexual orientation, was also included. Traditional students were those aged 24 and under. Nontraditional students were 25 years of age or over.

Procedure

The subjects were advised of their rights as anonymous volunteers according to APA ethical standards. They were asked to sign waivers of liability in order to participate in the study, although no physical or psychological harm is expected from participation in this study, as it was completely anonymous. The subjects were instructed to fill in the answer sheet provided, according to the directions for each of the scales, and to turn in the test packet when they had completed all the scales. This took approximately 40 minutes. The answer sheets were computer-coded and scored. The results are discussed in the next chapter.

CHAPTER 3: RESULTS

A multivariate analysis of variance (MANOVA) on Rotter's I-E Scale, the Religious Orientation Scale, and the three attitude scales showed no significant interaction effect between gender and traditional/ nontraditional student status, $F(5, 189) = 0.96$, $p < 0.05$. The MANOVA on Rotter's I-E Scale, the Religious Orientation Scale, and the three attitude scales showed a significant difference between male mean scores and female mean scores, $F(5, 191) = 13.68$, $R < 0.0001$. Subsequent univariate analyses of variance (ANOVA) on Rotter's I-E Scale, $F(1, 195) = 1.36$, $R > 0.25$, and the Attitudes Toward Homosexuality Scale, $F(1, 195)$ 3.66, $R > 0.05$, revealed no statistically significant differences between the mean scores of males and females. When ANOVAs were conducted with the Religious Orientation Scale, $F(1, 195) = 10.38$, $R < 0.002$, the Attitudes Toward Women Scale, $F(1, 195) = 21.24$, $R < 0.0001$, and the Attitudes Toward Feminism Scale, $F(1, 195) = 42.41$, $p < 0.0001$, statistically significant differences were found between the mean scores of males and females. The means and standard deviations for each scale by gender are presented in Table 1 below.

TABLE 1

Mean and Standard Deviation of Each Score

Scale		R	SD	F
Rotter's I-E Scale	(female)	11.82	2.114	1.36
	(male)	12.194	2.126	
Religious Orientation	(female)	62.030	8.885	10.38**
Scale	(male)	57.701	9.038	
Attitudes Toward				
Feminism Scale	(female)	19.684	2.536	42.41**
	(male)	16.805	3.598	
Attitudes Toward				
Homosexuality Scale	(female)	60.815	8.051	3.66**
	(male)	63.044	7.118	
Attitudes Toward				
Women Scale	(female)	45.815	5.150	21.24**
	(male)	42.268	5.052	

***R < .01. note: females n = 130, males n= 67.*

A MANOVA on Rotter's I-E Scale, the Religious Orientation Scale, and the three attitude scales showed a significant difference between the traditional and nontraditional student groups, $F(5, 191) = 3.53$, $R < 0.0045$. Subsequent ANOVAs on Rotter's I-E Scale, $F(1, 195) = 2.38$, $R > 0.12$, the Religious Orientation Scale, $F(1, 195) = 1.02$, $R > 0.3135$, and the Attitudes Toward Women Scale, $F(1, 195) = 0.53$, $R > 0.469$, were found to reveal nonsignificant differences between the mean scores of the traditional and nontraditional students.

When ANOVAs were conducted with the Attitudes Toward Feminism Scale, $F(1, 195) = 8.11$, $R < 0.005$, and the Attitudes Toward Homosexuality Scale, $F(1, 195) = 6.18$, $p < 0.0138$, statistically significant differences were found between traditional and nontraditional student mean scores. The means and standard deviations for each scale by traditional/nontraditional student status are presented in Table 2 below.

TABLE 2

Traditional/Nontraditional Student Status Data

Scale		x	SD	F
Rotter's I-E Scale	(trad)	12.055	2.120	2.38
	(nontrad)	11.441	2.077	
Religious Orientation				
Scale	(trad)	60.257	9.16	1.02
	(nontrad)	62.000	9.06	
Attitudes Toward				
Feminism Scale	(trad)	18.411	3.21	8.11**
	(nontrad)	21.117	2.96	
Attitudes Toward				
Homosexuality Scale	(trad)	62.196	7.26	6.18**
	(nontrad)	58.588	9.54	
Attitudes Toward				
Women Scale	(trad)	44.736	5.09	0.53
	(nontrad)	44.000	6.59	

**$R < .01$. Note. Traditional N = 163. Nontraditional N = 34.

Finally, a Pearson product-moment correlation was computed, using the Religious Orientation Scale and the three attitude scales: Attitudes Toward Feminism, Attitudes Toward Women, and the Attitudes Toward Homosexuality Scales. Significant correlation between the variables were found; the Religious Orientation Scale was significantly correlated with the Attitudes Toward Feminism Scale ($r = 0.275$, $R < 0.0001$). The Attitudes Toward Feminism Scale was significantly correlated with the Attitudes Toward Women Scale ($r = 0.338$, $p < 0.0001$). The Attitudes Toward Women Scale was significantly correlated with the Attitudes Toward Homosexuality Scale ($r = 0.264$), $p < 0.0002$). A correlation matrix of these results is presented in Table 3.

TABLE 3

Correlational Data on the Religious Orientation Scale and the Attitudes Toward Feminism, Attitudes Toward Women, and the Attitudes Toward Homosexuality Scales

	ROS	ATF	ATW
ATF	r = 0.2758**		
	p = 0.0001		
ATW	r = 0.1292	r = 0.3381**	
	p = 0.0704	p = 0.0001	
ATH	r = 0.0767	r = -0.0213	r = 0.2641**
	p = 0.2835	p = 0.7656	p = 0.0002

R < .01.

Note. N = 197

CHAPTER 4: DISCUSSION

The first hypothesis was rejected. Males did not score more significantly in the external direction than females did on Rotter's I-E Scale for this sample. This does not support some of the prior research in the area of Rotter's concept of internal versus external locus of control (see Strickland & Haley, 1980). Possible reasons for this finding may include the size of the sample and the relatively homogeneous age levels of the sample. other experiments have used different sample sizes of males and females to find differences on Rotter's I-E Scale.

The second hypothesis was partially supported. Males scored more conservatively than females on two of the three scales (the Attitudes Toward Feminism Scale and the Attitudes Toward Women Scale), but the predicted difference between males and females on the other scale, Attitudes Toward Homosexuality, was not found. Males scored more conservatively than females on the Attitudes Toward Feminism Scale; this supports prior research done on the scale (see Royal & Heritage, 1987). Prior research had found that males were more conservative than females on the Attitudes Toward Homosexuality Scale, but this was not found to be the case in this thesis. There were differences in the mean scores of males and females, but the differences were not statistically significant. This may be due to the sample size or the population from which the sample was taken. Most of the research predicted and found a difference between male and female average scores on the Attitudes Toward Women Scale, with males being more conservative (i.e., having lower scores) than females; in this sample the results support the previous research findings. Males were significantly more conservative than females were on the Attitudes Toward Women Scale.

The third hypothesis was rejected. Males scored significantly lower on the Religious Orientation Scale than did females. The findings of this thesis do not support some of the earlier research (see Hsiao-Ping, 1978). Possible reasons for this may include the relatively small number of males sampled from the college population for this study; there is also a possibility of a relationship between the rejection of the first hypothesis (that males are more externally oriented than females) and the rejection of the third hypothesis (that males are more religiously oriented than females). Males did not significantly differ from females on Rotter's I-E Scale and also did not follow the trend predicted by Hsiao-Ping's (1978) research. This is an area that deserves more study.

The fourth hypothesis was rejected. There was not a significant difference between traditional and nontraditional students on Rotter's I-E Scale. There has not been a great deal of research done on the traditional/ nontraditional student and Rotter's I-E Scale; Etaugh and Spiller (1989) hypothesized that nontraditional females who were college students would be more liberal in their personal orientations than traditional female college students. This thesis hoped to find a significant difference between the two groups in terms of their locus of control orientation, but further research in this area is needed.

The fifth hypothesis was partially supported. Only two out of the three scales were found to be statistically significant in terms of the differences between traditional and nontraditional students. Traditional students were more conservative than nontraditional students on the Attitudes Toward Feminism Scale. This does tend to support the research done by Etaugh and Spiller (1989). Traditional students scored on the average more liberally (i.e., had higher scores) on the Attitudes Toward Homosexuality Scale than did nontraditional students. This was an interesting finding and needs further research. Possible reasons for this finding may include the influence of the Gay rights movement and educational efforts to decrease negative attitudes toward homosexuality that the traditional-aged students have been more exposed to than have the nontraditional-aged students. This tends to support some of the research done by Curtis (1991) and others.

The sixth hypothesis was rejected. There was not a significant difference between the Religious Orientation Scale scores for the traditional and nontraditional students. This is another area that desperately needs more research. The research done on traditional and nontraditional students has not addressed in-depth the differences in their religious orientation.

The seventh and last hypothesis of this thesis was not rejected. There was a significant correlation between the religious orientations of the students in this sample and their attitudes toward feminism. This supports the research done by Collins (1985), Coombs (1977), and Hsiao-Ping (1978). There was also a significant correlation between the Attitudes Toward Feminism Scale and the Attitudes Toward Women Scale. This is also supported by previous research done by Royal and Heritage (1987) and Etaugh and Spiller (1989). There was a significant correlation between the Attitudes Toward Women Scale and the Attitudes Toward Homosexuality Scale. This is an area that needs further research; the findings are very interesting. A meta-analysis of the two scales might show which items are more highly correlated with each other; the finding that the two scales are related lends some support to research done by Curtis (1991).

Theoretically, exploring the relationship of gender to religious orientation and Rotter's concept of internal-external locus of control would provide some valuable commentary on the effect of childhood sex-role training in later life. It would also be interesting to explore whether those who are more internally controlled have more existential religious orientations and if those people are more likely to be male or female. These are areas that this thesis has begun to address by exploring the relationship between gender and Rotter's I-E Scale and the Religious Orientation Scale. Exploring the relationship of traditional/ nontraditional student status with Rotter's I-E Scale and the Religious Orientation Scale has also laid some of the groundwork for further exploration in the field of nontraditional student status. This is an area that will need more research as the general college population experiences a demographic shift from traditional-aged college students to older working, nontraditional students. Finding out what are some of the general attitudes and personal orientations of these students will help in designing services to meet their needs in the college environment.

The applications of these findings on a more pragmatic and less theoretical level include assessing client attitudes toward sensitive topics, such as feminism and homosexuality, as well as their locus of control and their attitudes toward religious participation. This would help the therapist and the client pinpoint problem areas in their relationships with significant others, as well as helping the therapist gain insight into the inner world of the client. Comparing the three attitude scales to Rotter's Internal-External Locus of Control Scale and the Religious Orientation Scale would provide a useful index for the therapist to examine the client's attitudes toward some major facets of life. Hopefully, this thesis has explored some of these areas and can be useful to those interested in either the theoretical or the more pragmatic areas of clinical psychology.

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